

A STUDY OF THE COURSE OFFERINGS IN HOME ECONOMICS
AS PRESENTED IN THE CATALOGUES PUBLISHED
BY TWENTY AMERICAN UNIVERSITIES

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A THESIS
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2/9/54 School of Education

CHAPTER I

INTRODUCTION

Rationale of Study.— The home was really the first institution founded in any civilization. The art of homemaking was taught to girls in the home almost from the beginning. It was not until 1814, however, that any attempt was made to offer girls in the United States formal training in the art of homemaking. In this year, Willard founded a seminary for girls in Troy, New York. Her address to the public at the dedication exercise suggested that a domestic schedule be taught.¹ In the same year, Beecher published a textbook in home economics which treated the art of housekeeping. This represented the first effort to assemble the knowledge and philosophy of home economics.

Prior to 1870, Home Economics, on the whole, had a rather unorganized development. This was due to many factors such as the broad scope of the field, the many types of schools and organizations handling the work, and a lack of adequate official leadership on a national and state level. According to Langworthy, it was about the year, 1870 that home economics was introduced into the state agricultural colleges of the United States. These institutions were founded for the benefit of regions where the interest of the home and industries were closely allied. Thus, home economics developed rapidly as an applied science side by side with agriculture.²

¹
American Home Economics Association, "The Lake Placid Conference," Journal of Home Economics, III (October, 1911), 18.

²
C. F. Langworthy, "Home Economics," The Encyclopedia Americana (New York, 1950), p. 834.

The State College of Iowa, Kansas State College, and the University of Illinois pioneered the establishment of home economics departments. The dates of introduction were 1872, 1873, and 1874 respectively. These schools were followed by South Dakota State College, 1882, Oregon State College and Teachers College, Columbia University, 1888.

During the period between 1880 and 1917, the later year being the year in which the Smith-Hughes Vocational Act was passed, the progress made on the secondary level by way of providing agricultural trades and commercial training influenced the home economics program in colleges. The Nelson Amendment to the agricultural appropriation bill which was approved in 1907 specified certain colleges which might use portions of the money appropriated in this bill for preparing instructors for teaching the elements of agriculture and mechanic arts. Jarvis conducted a study in 1917 which revealed that thirty-three of these colleges mentioned above offered a four year curriculum for preparation of teachers in home economics, and that only three of the remaining institutions offered four years¹ of home economics.

Another contribution to the development of home economics during this period was the Lake Placid Conferences which were a series of conferences held over a period of ten years between 1899 and 1908 under the direction of Richards. Establishment of principles in the field and continued study grew out of these conferences. The training of teachers was included in the first program, 1899. At this time committees were appointed on course

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C. D. Jarvis, "What the Land-Grant Colleges are Doing," U. S. Bureau of Education. Bulletin, 1917, No. 38.

of study for public schools and universities. Through the work of these committees, official recognition by the National Education Association was secured for home economics. This recognition was evident in the organization of a round table conference at the Detroit meeting in 1901, which involved home economics. Richards was later appointed for a six year term to the National Education Association as a representative of Home Economics.

The American Home Economics Association was organized in December, 1908, as a successor of the Lake Placid Conferences. This organization continued to study the problems of home economics education. During the first year of this organization, the agricultural colleges and experiment stations asked for a committee from the membership to investigate the course of study in home economics in these colleges. This committee proposed the following main divisions of subject matter: (1) Foods, (2) Clothing, (3) Shelter, (4) Household and Institution Management. The course of study was not outlined in this report, but a list of topics from which courses can be made up were classified.

The Federal Government passed certain acts which involved home economics. The ratification of the Smith-Lever Extension Appropriation Act in 1914 was a significant event in the development of home economics as it started the first great undertaking in adult education.

Growing out of a study made by the National Society for the Promotion of Industrial Education, the Smith-Hughes Act passed in 1917, and in 1918, the Society mentioned above was recognized as the National Society for Vocational Education. This recognition was given because of the Society's interest in agriculture, home economics, and trade and industrial education.

The Smith-Hughes Act is significant in that the art by which a home can be maintained has always been followed by women outside the home as a means of earning a livelihood. Opportunities for such employment have increased as change in conditions of living has called for establishment of a greater number of hotels, restaurants and other public places where food is prepared. A vocation which can be followed in maintaining a home and also as a means of earning a livelihood is particularly desirable for women.¹

The expansion of home economics on the secondary level has had tremendous influence on the course of study for home economics in higher education. The subject matter, therefore, has been formulated in institutions of many different grades and purposes. Although as a field of investigation, home economics has been marked off as the result of the recognition of a large number of social needs. The present tendency is toward formulating this subject matter into a systematic body of knowledge which can be presented progressively from the lowest school to the highest. The need for this type of endeavor is suggested by the findings from Rust's study of "Beginning Clothing Courses in College Curriculum." This study showed that the main criticism of home economics courses in college is that the courses are repetition of high school courses.²

The broadening home economic program growing out of the socio-economic changes also make it imperative that efforts to bring about greater

¹
C. F. Langworthy, op. cit., p. 835.

²
Lucile Rust, "Beginning Clothing Courses in College Curriculum," Journal of Home Economics, XXII (March, 1930), 204-06

organization and synthesis in the field be exerted. It is therefore fitting that a study of course offerings on the graduate level be pursued at this time.

As early as 1914, twenty universities offered masters degrees in home economics according to a study made by Andrews.¹ Though masters degrees are offered in home economics by a larger number of schools today, this study will involve only twenty schools, selected at random from the schools which complied with a request for catalogues. This selection included Kansas State College, Oregon State College, and Columbia University, which were among the pioneer schools in home economics; it also included other schools from the South, West, North, and East.

Since all catalogues do not give information as to their population, it is not possible to determine the size of the schools according to population. However, the schools will be compared in terms of the size of their course offerings. In making this study, it is kept in mind that the catalogues will not give an accurate picture of the course of study in home economics since it is quite possible that courses from other fields in the general education program are required of home economics people. However, this study will give a general picture of what is available in home economics: in terms of the number of courses offered by each of the twenty schools, the number of courses offered in each of the areas of specialization; and the type of subject matter involved in these courses.

Statement of Problem.— The problem in this thesis involves the investigation of the home economics curriculum in twenty American Universities which offer graduate courses in home economics.

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B. R. Andrews, "Graduate Study in Home Economics," U. S. Bureau of Education. Bulletin, 1914, No. 38.

Subjects and Research Methods.--- The subjects examined in this thesis involved books, periodicals, and catalogues from twenty schools. The books will furnish background materials which can clarify the need and purpose of this thesis. The periodicals furnish points of views of others on the subject of the curriculum as well as certain investigations which have been pursued in order to answer questions related to those involved in this study.

The catalogues furnish the information on the courses and their description which will comprise the data which was analyzed and interpreted to answer the two questions listed in the purpose. The normative survey method of research was used.

The Place and Period of Investigation.--- The material for this study was organized and collected in Atlanta, Georgia, though the source material was received through mail from the twenty universities under consideration.

The investigation was begun in January 1950 and completed in June 1953.

The Purpose of the Study.--- This study involved the analysis of the data given in the catalogues of the various schools in such a way to answer the following questions: What is available for graduate study in these schools in terms of (1) The number of courses offered? (2) The kinds of subject matter involved?

Limitation of Study.--- This study is limited to the home economics curriculum which is designated for graduate credit by the twenty schools which are here investigated. Since the catalogues do not specify any courses which may be credited toward a doctor's degree only, this paper will consider all courses offered for graduate credit including the courses offered for graduate and undergraduate credit.

The data which were interpreted in this thesis included the courses and their descriptions as they are presented in the catalogues of the twenty schools.

Procedure.— The purpose of this paper was achieved through the following steps:

1. A cross section of schools were selected for this study in terms of:

1-a. The number of courses offered in home economics

1-b. The location of the schools

2. A survey of literature was made, paying particular attention to the curriculum evaluation of home economics status.

3. An analysis of the catalogues was made and the courses were grouped according to the branches of home economics:

3-a. Foods and Nutrition

3-b. Home Management

3-c. Institutional Management

3-d. Child Development

3-e. Textiles and Clothing

3-f. Related Arts

3-g. Home Economics Education

It was found that within each of the seven branches of home economics, there existed certain courses which are similar to the extent that they may be sub-grouped. For this reason there are sub-groups within each of the seven branches with the exception of Related Arts.

It was determined how many courses were common to particular numbers of schools.

The numbers of courses offered were arranged according to the seven branches to determine the most extensive branch through a comparison.

The numbers of courses were tabulated by schools and compared. Findings were summarized and conclusions were extracted from the summary of findings.

Related Literature.— Brabson made a study of the history of Home Economics in certain institutions of higher learning in Tennessee. She found that women were educated in academic subjects, between 1806 and 1860. Colleges were opened to women after 1850, and they offered courses in the ornamental branches of domestic science and domestic arts. After 1904, courses in homemaking were broadened in scope and contents and emphasis were placed on scientific subject matter. The act of 1909 and 1913 of the General Education Law of Tennessee required establishment of homemaking departments in high schools. This necessitated training of teachers in home economics and stimulated the expansion program of instructions in¹ homemaking in colleges.

Home economics seemed to have undergone rapid expansion in Ohio during its period of development in Tennessee. Dyer maintained that Lake Erie College at Painesville, once known as the Lake Erie Female Seminary, was the first liberal arts college in the country to include home economics. In 1898, according to the Alumnae Association Record of Lake Erie College, Evans who was president of the college, announced that following a series of lectures given by Richards in the fall of 1898 and with her advice, the

1

Catherine Brabson, "The History of the Development of Home Economics in Certain Institutions of Higher Learning in Tennessee, 1806-1936." Master's Thesis, Submitted to the University of Tennessee in 1938.

college was planning to develop a department of science in a way that would increase the usefulness of the present system of cooperation in household duties. A course was to be introduced which would provide for students a logical, practical, and scientific study of some of the problems of the home.

It was not difficult to find a well-equipped instructor for chemistry, but quite another thing to find a woman with preparation for such a course of study as Home Economics. Richard felt that the only woman who could do the work was Benier who in 1898 was appointed to the chair of Chemistry¹ with reference to the new course.

The work of the New York Branch of the Association of Collegiate Alumnae for more than a year dealt with the question: "How far is the great amount of criticism of the curriculum of women's colleges published during a ten year period true? What changes could be recommended?"

The method adopted has been that of investigation through correspondence and general discussion based upon committee reports of actual experience of members of the Branch, both of definite deficiencies in their own education and of the relative value for the demands of life. This investigation showed a greater consensus of belief in the desirability of home economics than of any other subject not already a part of every college program; and a very strong interest in topics related to the development, the protection and environment of the child.

The following recommendations grew out of this study:

¹
Elizabeth Dyer, "Home Economics in Colleges in Ohio." Journal of Home Economics, XXXII (April, 1940), 234-35.

A. A required course on the hygiene of environment would follow a course on personal hygiene and would cover many of the essential courses in domestic science.

B. An elective course on the hygiene of childhood.

C. An elective course on the biological significance of the family; the social, legal and ethical aspects of the family and the economics of¹ consumption in the home would be offered.

As Home Economics became established in the colleges and universities, general pictures of the status of Home Economics were made possible through a series of organized studies. Andrews made a study of college equipment for Home Economics which was published in 1914. He found that of the colleges which responded, eighty-three institutions had special equipment for Home Economics, fifty-nine of these colleges reported the cost of the equipment which ranged from \$75 to \$13,000 with a median range of \$1,150.²

The next investigation involved a university graduate study in Home Economics. The investigator found that twenty colleges offered masters degrees in Home Economics - and one school, the University of Chicago, made³ a doctor's degree in Home Economics possible.

Deyoe found in 1929 through investigation of eighty-seven state teachers colleges that of the institutions offering one or more four year curricula, more than 90 per cent offered training for high school teachers.

¹
Mable Huddleston, "Home Economics," Pedagogical Seminary, XVI (December, 1909), 492-93.

²
B. R. Andrews, "College Equipment for Home Economics," U. S. Bureau of Education. Bulletin, 1914, Section 4, No. 36.

³
B. R. Andrews, "Graduate Study in Home Economics," U. S. Bureau of Education. Bulletin, 1914, Part 3, No. 38.

Training for early elementary, intermediate and junior high school teachers through four year curricula was offered in the upper half of the institutions.

Basic courses of a cultural nature comprised an average of approximately 25 per cent of each four year curriculum. An average of 18 per cent was¹ devoted to courses of a professional nature.

Now that Home Economics courses have been established in institutions of higher learning, many educators have contended that these courses have no place in college or university curricula, while others maintain just as positively that such courses do definitely meet the needs and interests of women at college level.

A study was conducted as to why young women at the University of Minnesota do or do not elect Home Economics. It was found that the main reason for students electing Home Economics was personal interest in the field. A follow-up study revealed that an interest in the field was² influenced by the variety of subjects taught and the type of teaching on the junior and senior high school levels.

Brown of the University of Minnesota believes that certain precautions should be taken by small liberal arts colleges in their attempt to develop a home economics curriculum. These colleges should recognize their limitations and not attempt to copy the program of larger institutions or attempt to do more than they can with their facilities. Each college

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George Deyoe, "A Study of Four-Year Curricula in State Teachers Colleges," Masters Thesis. Submitted at the University of Chicago, 1928.

2

Grace Gordon Hood, "Why College Women Do or Do Not Elect Home Economics," Journal of Home Economics, XXV (August, 1933), 559-62.

should take stock of its resources and its limitations and develop its program in the light of them.

Brown states that Home Economics seems to have entered the curriculum of liberal arts colleges primarily as an attempt to satisfy students' demands for professional education which could be capitalized in earning a livelihood. These curricula were usually superimposed upon the already established liberal arts program and regarded as specialized education for professional gains rather than as part of the general education program.

Such problems, as the following, have grown out of the above situations:

1. The students' training is insufficient to compete with students of larger institutions. Most of the courses are required. There is very little or no opportunity for election.

2. Students are unable to prepare for entrance into other fields such as dietetics.

3. Teachers teach poorly as a result of too heavy teaching loads.

4. Students who drop out at the end of the sophomore year have no chance to take Home Economics because it is offered during the junior and senior years mainly.

Because of the above problems, the following were recommended by Brown:

1. Education for personal and family life should become an integral part of the program of the general education.

2. Courses should be more flexible - eliminating overlapping between courses.

3. Girls should be prepared to teach homemaking by taking Home Economics as a minor.

4. There should be such cooperation between small and large colleges

that students may take special courses at larger colleges.¹

Godfrey stated that the enrollment had grown from 12,681 in 1834, to 21, 806 in 1938. This was due to two facts.

1. Such training leads people into interesting occupations where they have the privilege of engaging in satisfactory service.

2. This type of education is in harmony with durable cultural and functional aims of educated women.

Greater emphasis throughout the schools is being placed on the value to be gotten from education from home living. More significance is being attached to this type of education for men and women not enrolling in Home Economics.

Professional training of Home Economics still remains the chief function of Home Economics in colleges and universities.

Students may be trained as teachers, leaders of adult education, directors of nursery schools, dietetics specialists for commercial fields, nutrition work (Social Service and Hospitals), fashion advisors, extension workers, research workers (foods, textiles, equipment), journalist, radio, magazine and costume designers.²

Rust made a study of clothing interests and needs of a group of freshmen and sophomore girls in college. She found that 90 per cent of these girls had had Home Economics in High School. Enjoyment of high school courses in clothing were productive of a favorable attitude and interest

¹ Clara Brown, "Home Economic Offerings at Liberal Arts Colleges," Journal of Home Economics, XXXV, No. 8 (October, 1943).

² Grace Godfrey, "Home Economics Education in the United States Since 1934," Journal of Home Economics, XXXI (September, 1939), 455-57.

in college courses. The main criticism of college courses in clothing¹ was that they were the repetition of high school courses.

During the period which Home Economics was being introduced into colleges and universities, such research and study centered around the status of Home Economics, the attitudes toward these courses, and the demands on the part of women students for this type of work. Later studies seem to attempt to improve the subject matter by bringing about such changes as would meet the current need growing out of the socio-economic changes. There is a general feeling that Home Economics is of such importance that it should be a part of the general education offered to both men and women.

1

Lucille Rust, "Beginning Clothing Courses in College Curriculum," Journal of Home Economics, XXII (March, 1930), 204-06.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Introductory Statement.— The data in this chapter are presented in terms of the number of courses offered at the twenty universities under consideration and the kinds of subject matter or information involved in these courses.

There were 702 courses offered at the twenty universities studied. According to the description given in the catalogs these courses were considered different courses. The courses have been grouped according to the subject matter or information with which they dealt. There were seven overall groups within which a more detailed classification has been made. The seven areas were:

1. Food and Nutrition
2. Institutional Management
3. Home Management
4. Child Development
5. Textiles and Clothing
6. Related Arts
7. Home Economics Education

Number of Courses offered by Areas.— There were 702 courses offered by the twenty universities studied. These courses were analyzed and grouped under the seven branches or areas of Home Economics. The course offerings by areas or branches within each institution were discussed and compared; a further comparison was made of the course offerings within the twenty schools.

1. Food and Nutrition.-- Foods and nutrition were involved in 130 of these courses. Eleven treated nutrition of growth and development; nine, community and family nutrition; eighteen, nutrition for prevention and treatment of disease; sixteen, scientific approach to the study of nutrition; ten, the literary approach to the study of nutrition; thirteen, the study of the economical and managerial aspects of foods; twenty-nine, the scientific approach to the study of foods; nineteen, the approach to literary and demonstrative food study; two, special methods of food preparation; and three dealt with research in foods.

2. Institutional Management.-- There were 65 institution management courses; thirty-two of which dealt with institution administration and thirty-three which dealt with institution buying and accounting.

3. Home Management.-- There were 127 home management courses. Thirty-nine of them dealt with general home management; sixteen, family economics; eighteen, consumer problems; eight, family finance; six, household equipment; eighteen, home furnishing; sixteen, interior design and decoration; and twelve dealt with housing.

4. Child Development.-- There were 102 child development courses; twelve of which dealt with general child development; twenty-five, nursery school, forty-eight, child guidance; and seventeen dealt with investigation in child development.

5. Textile and Clothing.-- There were 120 textile and clothing courses. Thirty of them dealt with textiles; seven, buying textiles; nineteen, clothing problems and construction; twelve, dealt with history of costume and textiles; thirty-two, design in clothing and textiles; and ten dealt with fashions, illustrations and advertisement.

6. Related Art.— There were thirty-eight related arts courses. Due to the limited number of courses offered in this area, it was not necessary to classify them into sub-groups.

7. Home Economic Education.— Twenty-eight of the 120 courses in Home Economics Education courses dealt with methods of teaching Home Economics; twelve, organization of materials and curriculum planning; seven, subject matter on illustrative materials; five plan work around evaluation, supervision in Home Economics; twelve, organization of materials and curriculum planning; eighteen, vocation home economics and extension work; ten, adult education; and thirty-two dealt with educational research.

There was no outstanding difference in the number of courses offered in the five major branches of Home Economics. Related Art and Institutional Management seemed neglected, but it is to be remembered that there are separate departments in art and hotel management in many schools from which students could select courses related to these two branches of Home Economics. There was only a small variation in the number of courses offered in each of the five major branches. Foods and nutrition involved more different courses than any other branch; there were 130 courses offered in this area. Home management ranked second having three less courses than foods and nutrition. Textiles and Clothing and Home Economics Education ranked third, having five less courses than Home management. Child Development ranked fourth with eighteen courses less than textiles and clothing and Home Economics Education.

A more general picture of the commonalty existing among courses given at the twenty schools studied is given in Table 1. This information was tabulated by branches of Home Economics rather than by courses, for

example, there was one instance in which the same course in the area of Textiles and Clothing was offered by ten different schools. So under the number 10, under the caption "Number of Schools", opposite Textiles and Clothing, there is the number 1.

TABLE 1

A FREQUENCY DISTRIBUTION OF COURSES BY AREAS AND
THE EXTENT TO WHICH THEY WERE COMMON TO
THE TWENTY UNIVERSITIES STUDIED

| Areas | Extent of Commonalty | | | | | | | | | | Totals |
|--------------------------|----------------------|----|----|----|---|---|---|---|---|----|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | Frequency | | | | | | | | | | |
| Foods and Nutrition | 90 | 13 | 8 | 6 | 3 | 3 | 4 | 1 | 3 | | 130 |
| Institutional Management | 52 | 7 | 4 | 1 | 1 | | | | | | 65 |
| Home Management | 105 | 11 | 5 | 4 | | 1 | 1 | | | | 127 |
| Child Development | 87 | 8 | 3 | 1 | | 1 | 1 | | | | 102 |
| Textiles and Clothing | 86 | 17 | 9 | 3 | 1 | 2 | | 1 | | 1 | 120 |
| Related Arts | 36 | 2 | | | | | | | | | 38 |
| Home Economics | | | | | | | | | | | |
| Education | 105 | 8 | 3 | 3 | 1 | | | | | | 120 |
| Totals | 561 | 67 | 32 | 18 | 6 | 7 | 6 | 2 | 3 | 1 | 702 |

Table 1 also shows the overall picture of commonalty existing at the successive levels from one to ten. For instance, 561 courses were offered in only one school not common to any two schools. Sixty-seven courses were common to two schools. Thirty-two courses were common to

three schools, eighteen courses were common to four schools, six courses were common to five schools, seven courses were common to six schools, six courses were common to seven schools, two courses were common to eight schools, three courses were common to nine schools and one course was common to ten schools.

In Table 2, there is given a list of the twenty schools studied in this thesis, the number of courses each school offered in each of the seven areas of home economics and the total number of courses offered by each school. This table also shows the areas in which the schools offered the largest number of courses. For instance, the University of Arizona offered seven courses in the area of Foods and Nutrition, no course in the area of Institutional Management, two courses in the area of Child Development, three courses in the area of Textiles and Clothing, one course in the area of Related Art, five courses in the area of Home Economics Education. Since there were not as many as seven courses offered in any area other than Foods and Nutrition by the University of Arizona, it offered more courses in Foods and Nutrition than any other area. There are eight schools which offered more courses in Foods and Nutrition than in any other area. They were the University of Arizona, the University of Chicago, Columbia University, University of Georgia, Oregon State College, Temple University, University of Texas, and Western Reserve University.

Five schools offered more courses in Home Economics Education than in any other area. These five schools were Atlanta University, University of Idaho, University of Ohio, University of Tennessee, and Tuskegee Institute. The University of Tennessee offered its largest number of courses in two areas: Home Economics Education and Home Management.

TABLE II

A FREQUENCY DISTRIBUTION OF THE NUMBER OF COURSES OFFERED ON EACH TOPIC
IN EACH OF THE SEVEN AREAS BY THE TWENTY UNIVERSITIES STUDIED

| TOPICS BY AREAS | INSTITUTIONS* | | | | | | | | | | | | | | | | | | | |
|---|------------------------|----|---|---|---|---|----|----|---|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | FREQUENCY DISTRIBUTION | | | | | | | | | | | | | | | | | | | |
| FOODS AND NUTRITION | 2 | 10 | 4 | 7 | 7 | 3 | 12 | 13 | 8 | 12 | 12 | 13 | 20 | 9 | 15 | 21 | 14 | 15 | 18 | 26 |
| Nutrition of Growth and Development | | 1 | 1 | 1 | 1 | | 2 | 1 | 1 | 2 | | 1 | 1 | | 1 | | 1 | 3 | 3 | 1 |
| Community and Family Nutrition | 1 | 2 | | | | | | 2 | | | | 1 | 1 | | 1 | 1 | 1 | | | 1 |
| Nutrition for Prevention and Treatment of Disease | | 2 | 2 | 3 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 2 | 5 | 2 | 4 | 6 | 2 | 1 | 4 | 4 |
| Scientific Approach to the Study of Nutrition | 1 | 1 | | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | | 3 | 3 |
| Literary Approach to the Study of Nutrition | | | | 2 | 1 | | 1 | 2 | | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 3 | 3 | 2 | 2 |
| Special Methods of Food Preparation | | | | | | | | | | | | | | | 1 | | 1 | 1 | | |
| Study of Economical and Managerial Aspects of Foods | | 1 | | | 1 | | | | | 3 | 1 | 1 | 2 | 1 | | 5 | 2 | | | 3 |
| Scientific Approach to the Study of Foods | | 2 | 1 | | 1 | 1 | 3 | 3 | 2 | 2 | 5 | 2 | 2 | 1 | 3 | 4 | 3 | 3 | 3 | 7 |
| Approach to Literary and Demonstrative Food Study | | 1 | | | | | 1 | 1 | 1 | 1 | | 1 | 5 | 3 | | 3 | | 3 | 3 | 4 |
| Thesis and Research in Foods | | | | | | | | | | | | 1 | | | | | | 1 | | 1 |
| INSTITUTION MANAGEMENT | | | 3 | | | 3 | 1 | | 4 | 3 | 8 | 2 | 2 | 9 | 9 | 9 | 6 | 7 | 6 | 11 |
| Institution Management | | | 2 | | | 2 | | | 3 | 2 | 5 | 1 | 1 | 6 | 9 | 2 | 4 | 3 | 4 | 5 |
| Institution Buying and Accounting | | | 1 | | | 1 | 1 | | 1 | 1 | 3 | 1 | 1 | 3 | | 7 | 2 | 4 | 2 | 6 |
| HOME MANAGEMENT. | 1 | 2 | 6 | 2 | | 4 | 4 | 4 | 4 | 9 | 10 | 4 | 14 | 14 | 10 | 12 | 8 | 15 | 15 | 27 |
| General Home Management Courses | 1 | 1 | 2 | | | 1 | 1 | | 1 | 3 | 2 | | 4 | 3 | 2 | 6 | 4 | 5 | 3 | 12 |
| Family Economics | | | 1 | | | 1 | | 1 | | 1 | 2 | 1 | | 3 | 3 | 1 | | 1 | 4 | 1 |
| Family Finance | | | | | | | | | | | | | 1 | 1 | 1 | 2 | | 2 | | 1 |
| Consumer Problems | | 1 | 1 | 1 | | | 1 | 2 | | 1 | 1 | | 1 | | 1 | | | 2 | 2 | 3 |

*Numbers represent names of universities which are listed, according to number of courses offered, in the appendix.

TABLE II, CONTINUED
 A FREQUENCY DISTRIBUTION OF THE NUMBER OF COURSES OFFERED ON EACH TOPIC
 IN EACH OF THE SEVEN AREAS BY THE TWENTY UNIVERSITIES STUDIED

| TOPICS BY AREAS | INSTITUTIONS | | | | | | | | | | | | | | | | | | | |
|---|------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | FREQUENCY DISTRIBUTION | | | | | | | | | | | | | | | | | | | |
| Household Equipment | | | | | | | | | 2 | | 1 | | | 2 | 1 | 2 | | | 1 | 1 |
| Home Furnishing | | | 1 | 1 | | 2 | 1 | 1 | 1 | 2 | | 1 | 2 | 3 | 2 | 1 | 1 | 4 | 1 | 6 |
| Interior Design and Decoration | | | | | | | | | | | 4 | 1 | 6 | | | | 3 | | 3 | 1 |
| Housing | | | 1 | | | | 1 | | | 2 | | 1 | | 2 | | | | 1 | 1 | 3 |
| CHILD DEVELOPMENT | 2 | 2 | 1 | 1 | 1 | 2 | 8 | 8 | 4 | 8 | 2 | 8 | 7 | 6 | 10 | 6 | | 22 | 13 | 22 |
| General Child Development | 1 | 2 | 1 | 1 | | 1 | 1 | 3 | 2 | 1 | 2 | | | 1 | 2 | 1 | | 2 | 4 | 2 |
| The Nursery School | 1 | | | | | | 3 | 1 | 1 | 4 | | 4 | | 1 | 4 | | | 3 | | 8 |
| Child Guidance | | | | | 1 | 1 | 4 | 1 | 1 | 3 | | 3 | 5 | 4 | 4 | 5 | | 11 | 6 | 8 |
| Seminar and Research in Child Development | | | | | | | | 3 | | | | 1 | 2 | | | | | 6 | 3 | 4 |
| TEXTILES AND CLOTHING | 2 | 2 | 1 | 3 | 8 | 4 | 5 | 6 | 5 | 6 | 8 | 17 | 9 | 10 | 17 | 11 | 26 | 10 | 20 | 22 |
| Textiles | | 2 | | 1 | 1 | 2 | | 2 | 2 | 3 | 3 | 5 | 2 | 3 | 5 | 4 | 9 | 1 | 5 | 7 |
| Buying Textiles | | | | 1 | 1 | | 1 | 1 | | 1 | 1 | 2 | | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| Clothing Problems and Construction | | | 1 | | 2 | 1 | 2 | 1 | 1 | | 2 | 4 | 2 | 4 | 4 | | 1 | 3 | 2 | 4 |
| History of Costume and Textiles | | | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | | 3 | 3 | 2 | 4 | 1 | 1 | 3 | 2 | 3 |
| Design in Clothing and Textiles | 2 | | | | 2 | | 1 | | | 1 | 2 | 2 | 2 | | 2 | 4 | 5 | 1 | 9 | 5 |
| Fashion, Illustrations and Advertisement | | | | | | | | | 1 | | | 1 | | | 1 | | 8 | 1 | 1 | 1 |
| RELATED ART | | | | 1 | | | | 2 | | | | | | 1 | 6 | 1 | 9 | | 5 | 15 |
| HOME ECONOMICS EDUCATION | 3 | 1 | 2 | 5 | 9 | 8 | 1 | 1 | 9 | 6 | 3 | 3 | 6 | 11 | 1 | 12 | 8 | 13 | 8 | 27 |
| Methods of Teaching | 1 | | | 1 | 1 | 3 | | | 1 | | | | 3 | 2 | | 4 | 2 | 2 | 1 | 7 |
| Organization of Materials and Curriculum Planning | | | | | 1 | | | | | 1 | 1 | | | | | 1 | 1 | 1 | 2 | 1 |
| Illustrative Materials | | | | | | | | 1 | | | | 1 | | | | 1 | | | | 4 |
| Evaluation | | | | | 1 | | | | 1 | | | | | 1 | | | 1 | 2 | | 1 |
| Supervision | | | | | 1 | 1 | | | 1 | 1 | | | | 1 | | 1 | 1 | 1 | 1 | 1 |
| Vocation Home Economics and Extension Work | | | | | | 1 | | | 1 | 3 | 1 | | | 1 | | | 2 | 1 | 1 | 8 |
| Adult Education | | | 1 | 1 | 1 | 1 | 1 | | | 1 | | 1 | 2 | | | 1 | | 2 | | 1 |
| Educational Research | 2 | 1 | 1 | 3 | 4 | 2 | | | 5 | | 1 | 1 | 1 | 6 | 1 | 4 | 1 | 4 | 3 | 4 |

No school offered more courses in either Related Arts or Institutional Management than in the other areas of Home Economics.

There were four schools which offered more courses in Textiles and Clothing than any other area. These were: The University of Alabama, Kansas State College, University of Maryland, and Michigan State College.

Two schools offered more courses in Home Management than in any other area. The two schools were the University of Montana and the University of North Carolina. The University of Tennessee offered more courses in Home Economics Education than in any other area.

Some areas were neglected entirely by several schools. Columbia University offered twenty-one courses in the area of Foods and Nutrition, nine courses in the area of Institutional Management, eleven courses in the area of Textiles and Clothing, one course in Related Art, and twelve courses in the area of Home Economics Education, twelve in Home Management and Child Development. Thus, Columbia University offered courses in all seven areas of Home Economics.

There were five schools which offered courses in all seven areas of Home Economics. The five schools were Columbia University, Kansas State College, Michigan State College, University of North Carolina, and University of Tennessee. The twelve schools which offered courses in six areas were the University of Alabama, University of Arizona, Chicago University, Cornell University, University of Georgia, University of Idaho, University of Maryland, University of Montana, University of Ohio, Oregon State College, University of Texas, and Western Reserve University.

Two schools offered courses in five areas. These were Atlanta University and Temple University. Two schools offered courses in four areas.

The two schools were Temple University and Tuskegee Institute.

All of the twenty schools offered courses in the areas of Foods and Nutrition, Textiles and Clothing, and Home Economics Education. Twelve schools did not list Related Art courses. These were the University of Georgia, University of Alabama, Atlanta University, Cornell University, University of Idaho, University of Montana, University of Ohio, Oregon State College, Temple University, University of Texas, Tuskegee Institute, and Western Reserve University.

Five schools did not list Institutional Management courses. These were the University of Arizona, Atlanta University, Temple University, and Tuskegee Institute.

One school did not list Child Development courses as Home Economics courses. This school was the University of Maryland. The one school which did not list courses in the area of Home Management was Tuskegee Institute.

The number of courses offered by various schools ranged from 150, offered at the University of Tennessee to 10 offered at Atlanta University. The median number of courses offered at the twenty schools was forty-eight. A comparison of the nineteen schools with the University of Tennessee showed that Kansas State College offered 57 per cent as many courses as the University of Tennessee, the University of Maryland offered 47 per cent as many courses, Cornell University offered 55 per cent as many courses as the University of Tennessee. The University of North Carolina offered 40 per cent as many courses. Michigan State College offered 45 per cent as many courses. Columbia University offered 48 per cent as many courses. Western Reserve offered 39 per cent as many courses. The University of Texas offered 30 per cent as many courses. The University of Alabama

offered 31 per cent as many courses. Oregon State College offered 29 per cent as many courses. The University of Georgia offered 20 per cent as many courses. The University of Idaho offered 16 per cent as many courses. The University of Chicago offered 23 per cent as many courses. Tuskegee Institute offered 17 per cent as many courses. The University of Arizona offered 13 per cent as many courses. The University of Montana offered 11 per cent as many courses. Temple University offered 10 per cent as many courses. Atlanta University offered 7 per cent as many courses as the University of Tennessee. The 19 schools have been compared to the University of Tennessee because this school offered more different Home Economics courses which could be credited toward a Master's degree than any of the other schools selected for this study.

The Kinds of Information Involved.— The data from the catalogs were analyzed and classified according to seven overall branches of Home Economics. Each course was grouped in the area to which the subject matter of the course was most nearly related. There is some overlapping of areas such as Institutional Management and Foods and Nutrition because foods is an integral part of the management of the institution as well as the home. These courses were placed in the areas in which they dealt most extensively.

1. Foods and Nutrition.— The study of Nutrition and of Food is so closely allied that these courses were placed in one group under Food and Nutrition. However, within this group there are sub-grouped courses. A Group of Nutrition courses treated Nutrition and Growth in Child Development. The course which was listed as Nutrition of Growth and Development was a general course as broad as all of the courses in the area in that it dealt with the relation of nutrition to growth and development from the

prenatal period to adulthood. This course was approached through the study of literature rather than the laboratory methods which were involved in some of the courses which were limited to definite phases of nutritional development.

There was a group of courses which involved childhood nutrition, some of which dealt with the prenatal period through early childhood. Others extended into the adolescent period. The course offered in Family Nutrition placed special emphasis on child feeding.

The courses in Field Work in Nutrition were concerned mainly with practical experience in the area of nutrition through work in baby clinics, schools, and with individual children. All of these courses were similar. The main differences were in the area covered and the method used to approach the study. The courses in this area were grouped together because the main emphasis was placed on nutrition as it is related to the family, the community, or both. The courses in Community and Family Nutrition overlapped within the group but due to certain differences in content which were brought out or stressed by the various schools, they were considered different courses. The course, Community Nutrition, was a general course and gave opportunity for experience with social agencies and community nutrition. Community Nutrition Problems was quite similar to the above course. The one difference brought out in the catalogues was that the student considered the organizations and agencies through which problems may be solved. They studied the activities and responsibilities of the nutritionalist in the agencies rather than receiving actual experiences in these agencies.

Nutrition and Dietetics was as broad as Nutrition of Growth and

Development and Community Nutrition. It dealt with the fundamental principles of human nutrition at all ages as applied to individuals, families, and community nutrition problems. The other courses in this area treated some of the subject matter involved in these general courses, varying only in scope and methods of approach.

The courses which dealt with nutrition for prevention and treatment of diseases placed much of their emphasis on maintaining optimum health through adequate diet or therapeutic nutritional practices. Nutrition and Health treated the nutritional needs of individuals of different ages. It also included the nutritional values of common foods with special regard to the relation of such knowledge to health and the current problems in human nutrition. Basic and Applied Nutrition also dealt with nutrition and health and it treated modern technological processes in relation to nutritional quality of food, and gross signs of malnutrition.

Dietetics involved a study of food selection for health, planning and calculation, dietetics for children and adults, and methods of teaching food values. Advanced Nutrition was a similar course to the above, but treated the subject matter more extensively. Courses involving metabolism and public health are also included in this group. The metabolism courses involved the use of modern apparatus in the study of metabolism.

The courses which dealt with the scientific approach to the study of nutrition afforded an opportunity for students to establish or substantiate facts in the field of nutrition through experiments, tests, and chemical analysis. Experimental Procedures in Nutrition dealt with dietary survey of minerals, and energy metabolism; they afforded opportunity to experiment with animals and human beings. The course, Chemistry of Nutrition,

dealt mainly with digestion and metabolism and their relation to human nutrition. The courses involving problems in some phase of nutrition such as human nutrition dealt with experiences in the particular phases of nutrition.

The nutrition courses, such as Research Techniques, dealt with fundamental techniques, or research methods. These courses involved individual research problems. In some instances, these problems served as the basis for a Master's thesis. Demonstration Methods in Nutrition dealt with principles and techniques of demonstration as applied to teaching or promotional work.

There were certain nutrition courses which were considered literary in nature because the information was imparted through discussions, lectures, or extensive reading. These courses were not limited to any particular phase of nutrition but were as broad as the field of nutrition. Such courses included The History of Nutrition, Seminars in Nutrition, and Readings in Nutrition, and Foods and Nutrition.

The courses which were considered here dealt mainly in food with little or no emphasis placed on nutritional values. A group of these courses involved the economical and managerial aspects of foods, such as, food buying and handling. Food Economics treated factors influencing production and consumption. It stressed problems related to different types of markets and the purchase of food at different levels of preparation. The course, Home Food Supply, dealt mainly with the care of food in the home. The course, Food Management, was more general. It involved food preparation with emphasis on time, energy, and money management. Courses which dealt with the preparation and service of meals, involving organization,

management of time, buying, menu planning and food service were also offered.

In certain food courses, the subject was approached through scientific endeavor, such as food analysis and experimentation. One course was called Food Analysis and dealt with quantitative analysis and typical food analysis. A course listed as Advanced Foods was similar to the above course. It, however, treated the scientific principles of cookery on an advanced level. There were certain other courses involving food chemistry and physiological chemistry. The subject matter involved was as suggested by the title. Food Chemistry involved the chemical properties of cooked and raw foods; whereas physiological chemistry dealt with digestion and metabolism. There were also courses concerned with experimental cookery. These courses involved practical problems in food preparation which are solved through experimentation with foods. Other courses were offered which involved problems in various topics which the student may select for individual pursuit.

The courses in which the emphasis was placed on extensive reading, lectures or demonstrations were grouped under the heading, Literary and Demonstrative Approach to the Study of Foods. The course, Demonstrative Cookery, involved lectures and demonstrations which acquaint the students with techniques of demonstrations. A very similar course was Demonstration which involved techniques of demonstrations in both food and nutrition. Fundamentals of Demonstrations was also similar to the above course, but in addition to the above, the subject matter stressed the use of demonstration in business. The course, Present Status of Science of Food was an example of the course which did not necessarily teach the student to do

demonstrations, but was taught mainly through lectures and demonstrations. There were two types of research courses: one guided the student in collecting, tabulating, and analyzing data, while the other type included such courses as Recent Research in the Field of Foods, and involved lectures, reports, surveys, and discussions of recent research in the field of foods. The food preparation and preservation courses were also a part of this group. They involved laboratory practice yet they were predominately theoretical in nature.

There were two courses which involved special food preparation. Food of Other Countries involved the study of food preparation and food customs of people of other countries. Special Food Preparation and Service involved cookery in relation to historical, national, racial and religious food customs.

2. Institutional Management.— The courses which involved buying of equipment and food, supervision of workers, quantity cookery, and book-keeping for institutions were classified as Institutional Administration and Management courses. The Institutional Administration courses, listed in the catalogue as such, were general courses and involve principles of organization and administration as applied to various types of institutions; employment problems and training; labor laws and office records. Several courses in this area were listed as Institution Practice or Institutional Experience. These courses offered experience in quantity feeding plants or dormitories. The main differences between these courses and Institutional Management courses, were that these courses were more practical and less extensive in scope.

Another group of the Institutional Management courses concerned

themselves with buying for institutions. Courses like Institution Food Buying involved food distribution, specifications and legislative methods of quantity food purchasing; whereas, the course, Institution Buying, involved the buying of food and equipment. Several courses dealt with Institution Buying and Accounting, while others treated mainly principles and current procedures and business in such enterprises as tea rooms and cafeterias. Courses which involved another phase of Institutional Management were those which dealt with types of equipment on the market, measuring and testing factors governing the convenient operation of equipment for institutions. These courses also treated the layout and construction of such equipment.

Courses which included any factors involved in quantity food preparation for institutions were considered a part of the management of an institution and were grouped in this area. Such courses were Institution Food Study, which applies the principles of cookery to the preparation of food in large quantities; Quantity Food Preparation and Catering, gives practice in organization of work, requisition of food supplies, making menus, calculating costs, supervision of service and preparing food. There were seminar and research courses available on various topics of institutional management.

3. Home Management.-- Courses in Home Management involved such features of the household as money management, consumption, standards of living, household equipment, home furnishing, interior design and housing problems. Courses listed as Home Management, Home Management Summary, Management of the Home, and Management Problems in the Home were general courses and involved such factors as management of family relations, household

organization, management of time, energy and money. A similar course is Housekeeping Management, which was not as involved as the above course. This course treated principles concerning housekeeping, such as floor plans, sanitation, safety and personal legal problems. In many instances, the management courses were conducted in conjunction with the home management house, home management, house residence and homemaking apartment. The course Home Management House Supervision was different in the respect that it involved problems and principles of administration and supervision of students and infants in the home management house.

There were several courses involving family economics. These were studies of the economic problems of the family, kinds and sources of income, contribution of family members and control and management of family resources in order to attain security and other family goals. Several courses offered opportunity for students to engage in individual problem solving on various topics in this area.

The courses listed as Family Finance, Family Financial Problems, and Money Management, involved factors related to money, such as, budgeting, accounting, credit, investment, and control of property as these may affect the family income.

The courses grouped under Consumer Problems treated factors related to making purchases for the family. Such factors were market agencies, buying problems, and standards and levels of living.

The courses which dealt with selection, operation, care and arrangement of household equipment, experimentation with performance of equipment were classified as household equipment courses. The courses involving furnishing for the home, the history of furniture, designs in furniture,

and materials and construction in various grades of commercially available furniture, at different prices, were classified as Home Furnishing courses.

The courses grouped as interior design which treated the analysis of interiors as a background for various personalities, and a study of good and poor interiors. Other factors included in this group of courses were the manufacturing, originality, functionalism, and beauty of styling interiors. Some more practical courses involved making slip covers, draperies, and upholstering furniture. Certain courses dealt with housing needs and standards, a study of land use, cost and evaluating finance, building codes and housing programs - all these were grouped under Housing.

4. Child Development.-- The courses which involved infant care and guidance, nursery school activities, the family - as it is related to the child, and the health of the child, were classified as Child Development courses. The courses which were listed as Child Development involved the study of the child in general and afforded opportunity to do practice work in nursery schools and other agencies caring for children. The course, Readings in Child Development, treated current trends in Child Development and evaluation of recent findings in this field. Several courses dealt with human development. These courses treated human development of infancy and early childhood, human development of later childhood and adolescence, and human development of adulthood and old age. There were three courses which dealt with the health and physical growth of the child. These involved such factors as growth patterns, nutritional requirements and factors affecting physical growth.

The courses which involved the nursery school in any way were considered nursery school courses. Some of these courses dealt with program

building and organization of the nursery school. The course, Program Building in the Nursery School, involved methods of relating literature, art, music, and science, to child interests. An example of the organization and administration courses was Nursery Organization, which treated planning programs, scheduling workers, selecting equipment, and keeping records for nursery schools.

The courses which involved giving direction to the child through the provision of optimum environment were considered guidance courses. Examples of these courses were The Growth of Children as Related to Guidance, which treats the growth and development of the child from five to ten years, and aspects of guidance applied at various levels; Guidance of Children in the Family, which treats basic plans of family control as used throughout childhood, social adaptation, individual differences, parental control and discipline.

The courses which dealt with marriage, family relations, and social problems of the family were classified as Marriage and Family Life courses. These courses involved such factors as husband-wife relationships and experiences which grow out of them, social conditions affecting the family and cultural development, and the relationship of parents and children as they are affected by modern living.

As in other areas, there were seminars and research courses available on various topics in Child Development.

5. Textiles and Clothing.— Courses which involved clothing in general, the materials from which clothes are made, the purchase of clothes, or materials, design, displays of clothes, are classified as Textiles and Clothing. Several courses treat laboratory methods with textiles.

Example of this kind of course was a course listed as Textiles which deals with the effects of fiber content, construction and finish on the quality, serviceability, and cost of fabrics. This was done through chemical and physical testing. The course Textile Analysis treated the chemical and physical testing and analysis of fabrics. There were other courses such as Textile Testing and Textile Microscope which were very similar to the above courses. Some of these courses involved individual problems in the area of textiles which the students might pursue.

There was a wide selection of courses involving the selection and purchase of textiles. Some of these were Problems of Buying Clothing, which dealt with problems in acquiring and maintaining a satisfactory wardrobe; Consumer Problems in Textiles, which treated economics and trade conditions that affect consumer-trade relationships, buying qualities for purchases of household linens and clothing; Commercial Clothing, which treated designing and construction of garments from different types of figures; and, Clothing the Family, which involved the selection, purchase, construction, and care of budgeting of the family clothing in relation to family needs and income.

Several courses dealt with the construction of garments. Such courses were Textile History, and Costume and Clothing Economy, Advanced Dress-making, which treated sewing techniques, handling various materials, fitting patterns, alterations and construction and problems in tailoring which treated practical application related to the selection of tailored garments.

The courses which dealt primarily with designing were classified as courses in design in Clothing and Textiles. An example of this kind of

course was Dress Design, which deals with costume design through the media of pencil sketching and water color. Another of these courses was Advanced Dress Design, which treated social significance of fashions and application of design to dress. Designs were draped in cottons and finished in suitable goods. There were courses which treated design in textiles, such as Textile Design which involved the creating of fabric design through the media of silk screen painting. There were also courses in Stage Costume and Pattern Making.

Fundamentals of Fashions treated fashion history, current fashions, fashion show techniques, and fashion promotion. Another course, Store Experience, gave experience in selling, buying, advertisement, and executive work under supervision, in department stores or studios. There were several courses of this nature which treated commercial aspects of clothing.

There were seminars in clothing as well as opportunity to study the history of costume and textiles.

6. Related Arts.-- The art courses which were related to Home Economics but did not fall into either of the other six branches of Home Economics were classified as Related Arts courses. These courses involved styles in China and Glassware and their use in decorative schemes in the home, a study of local art styles of various groups of primitive people, stressing their skills in design for every day living, techniques in metal, leather, ceramics, plastics and weaving. There were Research, Thesis, and Seminar courses in related arts.

7. Home Economics Education.-- Those courses which involved giving direction to learning in the area of Home Economics were classified as

Home Economics Education courses. A group of these courses involved methods of teaching Home Economics. These courses included such subject matter as Building a Philosophy of Home Economics Education, observation of various age groups, and planning a curricula. Some courses treated Methods of Teaching Home Economics in general while others dealt with methods of teaching certain phases of Home Economics as foods, nutrition, and textiles.

Certain courses were concerned mainly with organization of materials and curriculum planning. This involved a critical review of recent advances in education as they related to the organization and implication to the homemaking curricula at the secondary level.

Other courses dealt with illustrative materials and included preparation of step-by-step illustrative materials on basis of construction problems and making and evaluating materials for use as teaching exhibits or for popularizing activities.

The courses which were classified as evaluation courses involved the meaning and function of evaluation in education, the development of a plan for evaluating homemaking programs with emphasis upon the types of evaluation devices, their construction and use. Other courses were concerned with measuring pupils growth and development.

Some courses in supervision in Home Economics gave training in the supervision of student teachers, while others treated problems and methods of supervision as they relate to the study of the growth of in-service teachers.

Opportunities were provided for work in the realm of vocation and extension education. Such courses involved observation and supervision of teachers in schools approved for vocational training, study of problems

related to the vocational home economics program; planning, organization, coordinating, directing and appraising total community programs and experience in working with county extension agents.

Several of the courses which were classified under adult education were very closely related to vocational education because many of the adult classes were set up under the vocational program. However, these involved such subject matter as philosophy and evaluation in adult education, organization of classes, teaching materials and teaching techniques for adults. Other adult education courses were concerned with educating parents in relation to their children. This involved activities commonly used in schools, churches, health centers, and various types of social work.

There were seminars, courses involving extensive reading, and opportunities for individual problems and research in the areas of Home Economics Education.

The type of subject matter involved in the 702 different courses was of such that the courses fell into seven main groups which were further divided into thirty-eight smaller groups. These groups were referred to as topics in this thesis.

Table 2 also gives a comparison of the number of courses offered by the twenty schools on each of the thirty-eight topics.

After the subject matter was classified according to seven headings of Home Economics which comprise definite areas of specialization, the courses were sub-grouped according to specific topics with which they dealt. This information was also tabulated according to the number of courses offered by individual schools on each topic.

In general, the schools offered courses on a variety of topics. An

example of what is meant by courses being offered on a topic: Cornell offered the following courses - Nutrition of Growth and Development, Child Feeding and Family Nutrition with special emphasis on Child Feeding. In general, these courses all involved nutrition as it is related to growth and development. Thus, Cornell was said to have offered three courses on the topic of Nutrition of Growth and Development. A three is placed opposite Cornell University under the heading mentioned above. The University of Alabama offered courses on twenty different topics. The University of Arizona offered courses on fourteen different topics. Atlanta University offered courses on eight different topics. The University of Chicago offered courses on twenty topics. The University of Idaho offered courses on eighteen topics. Kansas State College offered courses on twenty-nine topics, The University of Maryland offered courses on twenty-five topics. Michigan State College offered courses on twenty-four topics. The University of Montana offered courses on fourteen topics. The University of North Carolina offered courses on twenty-six topics. The University of Ohio offered courses on twenty-five topics. The University of Tennessee offered courses on thirty-seven topics. Temple University offered courses on thirteen topics. Tuskegee Institute offered courses on nineteen topics. The University of Texas offered courses on twenty topics and Western Reserve offered courses on twenty-five topics.

There was no school which offered courses on all topics. However, the University of Tennessee offered courses on thirty-seven of the thirty-eight topics. The course in Special Methods of Food Preparation was omitted. This topic was one of which only the University of Maryland and Michigan State College offered one course each.

CHAPTER III

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introductory Statement.— Girls in the United States were first offered formal training in the art of homemaking in 1814. During this year Willard founded a seminary for girls. However, organization was not brought about in the field until 1870.

The consciousness of state schools to the need for formal training in agriculture seemed to have influenced the development of Home Economics courses of study in colleges. This growing interest in the need for a domestic curriculum on the part of educators created pressure in the Federal Government; the outcome of which was the enactment of laws which supported and influenced the development of the home economics program in schools.

Richard was very instrumental in bringing about organization in the field of Home Economics - first through a group of conferences, the Lake Placid Conferences, which emerged into the National Home Economics Association.

In order to further unity in the field and recommend changes which were necessary in the changing culture, certain investigations were necessary to find out just what was the status of Home Economics in the schools throughout the United States. Andrews who was foremost in the field of Home Economics, made valuable contributions to the field through writings and research. Many investigations were made in cooperation with the Federal Government and National Home Economics Organization. However, many studies were conducted independently by students in universities to

meet requirements for degrees.

The problem involved in this paper was to investigate the course offerings; home economic in twenty American universities for the purpose of answering the following question: What courses are available in these twenty schools in terms of number of courses offered and the kind of subject matter involved in these courses?

Books, periodicals, and catalogues from the various schools furnished the data for this study. The writer selected twenty schools for study in terms of a cross section according to the number of courses offered and the location of the schools.

A survey of literature and an analysis of the catalogues were made, the findings were organized and conclusions were drawn from the findings.

The investigation was carried out in Atlanta, Georgia, between January 1950 and June 1953.

Summary of Findings.--- An analysis of the data yielded the following findings:

1. There were seven hundred and two different courses available among the twenty universities. One hundred and thirty of these courses dealt with Foods and Nutrition; one hundred and twenty-seven dealt with Home Management; one hundred and twenty dealt with Textiles and Clothing; one hundred and twenty dealt with Home Economics Education; one hundred and two dealt with Child Development, sixty-five dealt with Institutional Management; and thirty-eight dealt with Related Arts.

2. Five hundred and sixty-one of the 702 courses were offered in only one school. Sixty-seven of these courses were common to two different schools. Thirty-two of these courses were common to three

different schools. Eighteen courses were common to four different schools. Six courses were common to five different schools. Seven courses were common to six different schools. Six courses were common to eight different schools. Two courses were common to nine different schools, and, one course was common to ten different schools.

3. Eight schools offered more courses in Foods and Nutrition than in any other area of Home Economics; five schools offered more courses in Home Economics Education; four schools offered more courses in Textiles and Clothing; three schools offered more courses in Home Management; and one school offered more courses in Child Development, than in any other area.

4. Some areas were neglected entirely by some of the schools. Five schools offered courses in all seven areas of Home Economics; twelve schools offered courses in six areas; one school offered courses in five areas and two schools offered courses in four areas. All twenty schools offered courses in the areas of Food and Nutrition, Textiles and Clothing, and Home Economics Education; however, twelve schools did not list Related Art courses, five schools did not list Institutional Management courses, one school did not list courses in the area of Home Management, and one school did not list courses in the area of Child Development.

5. The types of subject matter involved in the seven hundred and two different courses were of such that the courses fell into seven main groups. Within these groups there were thirty-eight different sub-areas which were referred to in the thesis as topics. These topics were: Nutrition of Growth and Development; Community and Family Nutrition; Nutrition for Prevention and Treatment of Disease; Scientific Approach to the Study of

Nutrition; Literary Approach to the Study of Nutrition; Study of Economical and Managerial Aspects of Foods; Scientific Approach to the Study of Foods; Approach to Literary and Demonstrative Food Study; Special Methods of Food Preparation; Thesis and Research in Foods; Institution Buying and Accounting; General Home Management Courses; Family Economics; Family Finance; Consumer Problems; Household Equipment; Home Furnishing; Interior Design and Decoration; Housing; General Child Development; The Nursery School; Child Guidance; Research and Seminars in Child Development; Textiles; Buying Textiles; Clothing Problems and Construction; History of Costume and Textiles; Design in Clothing and Textiles; Fashion, Illustrations and Advertisement; Methods of Teaching; Organization of Materials and Curriculum Planning; Illustrative Materials; Evaluation; Supervision; Vocation Home Economics and Extension Work; Adult Education and Educational Research. Due to the limited number of courses offered in the area of Related Art this area was not sub-divided into topics.

Conclusions.— On the basis of the findings the following conclusions seem justified:

1. There were wide variety of courses available on a variety of topics. These courses were fairly equally distributed among the areas of Home Economics with the exclusion of Institutional Management and Related Arts.
2. Related Arts and Institutional Management seemed neglected, but were probably covered in conjunction with other departments.
3. There was considerable commonness existing among the courses offered at the twenty schools. Many of the courses were repeated by several schools, while some of the courses which were listed as different courses overlapped or were very similar.

4. There was a wide range in the number of courses offered by the twenty schools. The University of Tennessee had the most extensive Home Economics department of all the schools studied. Atlanta University had the most limited department of Home Economics of the schools studied.

5. The schools which offer few courses offer them in general Home Economics rather than Home Economics Education. These schools tended to copy the offerings of the schools with more extensive programs in Home Economics by offering a few courses in most of the areas.

6. The courses, with the exception of home management courses, were of a professional nature and could be capitalized upon in earning a livelihood. General courses on each topic were offered. Other courses were more specific and dealt with some particular phase of the topic.

Implications.— The findings and conclusions of this thesis hold certain implications for students interested in areas of professional training home economics, administrators of universities, research workers and teachers in the field of home economics.

Those students interested in the area of Home Economics Education will note that the University of Tennessee offers twenty-seven courses in this area. These courses were not equally distributed among all topics of this area. There were eight courses on the topic of Vocational and Extension Education, seven on Methods of Teaching, four on Illustrated Materials, and one course on each of the remaining topics. According to this thesis the University of Tennessee had a very strong course of study in Vocational Education. This school offered more courses in this area than any other school. These courses involved a variety of subject matter. There was a general course offered entitled Vocational Home Economics Education, which

was a study of special problems related to the Vocational Homemaking Program. This course dealt with the promotion of joint programs in agriculture and Home Economics, also, field experience in Home Demonstration Work and application of Home Demonstration Methods to work with adult groups. Some of these courses were very closely related and tended to overlap.

In considering the courses at other schools the student will note the kinds of subject matter involved. Oregon State College offered only three courses in Vocational and Extension Education, yet, these courses treated the History and Organization of Extension Work Methods employed by extension specialists, county extension agents in Agriculture, Home Economics and 4-H Clubs. These courses offered experience in planning, organizing, coordinating, directing, and appraising the total Community Programs of Family Life Education with emphasis on Adult Education, and Field Work in County Extension Work in selected counties under supervision. Oregon State College dealt more extensively in Extension Education than the University of Tennessee but the University of Tennessee offered a variety of subject matter on this topic.

Students interested in becoming directors of nursery schools will find that Cornell University and the University of Tennessee each offered twenty-two courses in Child Development. Kansas State College and Michigan State College offered thirteen and ten courses, respectively. The University of Tennessee offered eight courses related to the nursery school. Cornell University offered three courses. The University of Alabama, Kansas State College, and Oregon State College, offered four courses each involving the nursery school. All of the schools mentioned in connection with the nursery school offered courses dealing with program building and

organisation of nursery schools. The University of Tennessee offered a group of courses involving child interests and activities in various areas; such as, music, nature, science, and creative play. This school had the most offerings in courses directly related to the nursery school, while Cornell University had the strongest offering in Child Guidance.

Those students who are interested in becoming Nutrition Workers will find that most of the schools offered courses on a variety of topics in this area. Cornell University and Kansas State College offered three courses in Nutrition for prevention and treatment of diseases. The University of Tennessee offered one course in this area. Chicago and Temple Universities offered two courses in Community Nutrition. There was very little concentration on any one topic in the area of Foods and Nutrition. Schools in general offered one, two, three, or four courses on each topic. The University of Tennessee offered seven courses on the topic of Nutrition for the treatment and prevention of disease. The student will find that a wide selection of schools may be considered in selecting a school to study in the area of Foods and Nutrition as most of the schools were strongest in this area.

Students interested in becoming fashion advisors and costume designers will note that a variety of schools offered quite a few courses on several topics related to Textiles and Clothing. However, the University of Maryland would be the most logical choice in fashion. Out of the six schools offering courses on this topic, no school other than the University of Maryland offers more than one course. The University of Maryland offers eight courses in this area. The University of Maryland offers Fundamental of Fashion, Costume Illustration, Store Experience, Photography, Problems

Involved in Display, Advertisements, and Layouts. The University of Maryland offers more courses in the entire area of Textiles and Clothing than any other school. These courses covered a variety of subject matter such as: Textile Testing, Economics and Purchase of Textiles, Clothing Construction, and Decorative Fabrics. The University of Tennessee and Kansas State College offered twenty-two and twenty courses respectively; these courses, with the exception of those offered in the areas of Fashion, Illustration, and Advertisement, were along the same line as those offered at Maryland.

The administrators of universities who wish to make changes in their Home Economics departments or evaluate them in terms of what is being offered by a cross section of schools will find this thesis of value. For instance, the administrators of Tuskegee may observe the chart in Table 2, which shows that Atlanta University, which is in the same geographical area offers a few courses in five of the seven areas. While Tuskegee offers courses in four of the seven areas. Tuskegee may decide to concentrate the efforts now put into the twenty-five courses, into one particular area. Many Negro women are earning livelihood in some area of Foods and Nutrition. Tuskegee could eliminate courses in other areas and become proficient in this area. Atlanta University may decide to offer courses in the area of Home Economics Education to meet the needs of teachers in this field. The schools would both be strong in one area yet offer courses which may be capitalized upon in earning livelihoods in two distinct areas.

There are certain researches which can benefit this thesis. For instance, the student who decided to answer the question: How adequate are the offerings on a graduate level to prepare students for the jobs which are available in the field of Home Economics?, might consider this thesis

which shows that there are a wide variety of courses offered in the field of Home Economics; that these courses are not concentrated in any one of the major areas, but are fairly equally distributed. He may also note that the topics on which courses are offered as well as the type of subject matter involved in the courses. Since this thesis involved a cross section of schools, the student may form certain conclusions in terms of this thesis by evaluating the courses in terms of their adequacy to meet the occupational opportunities in the field of Home Economics.

Teachers in the field of Home Economics can be benefited by this thesis also. They can use the general idea of what is offered on a graduate level to plan a type of curriculum which will be sequential in nature to the extent that there will be no or very little repetition in the field of Home Economics. This type of thing is necessary because repetition of subject matter on sequential levels is still the outstanding problem in the field. Sewing is an area in which there is considerable repetition. In high school, the girls make dresses, suits, and sometime coats. In college they do the same thing. One course on the graduate level is described as Clothing for the Family. This course involved selection, purchase, construction, care, and budgeting the family clothing. This course is quite similar to the type of course covered in ninth grade Home Economics. In view of the fact that small percentage of girls take clothing in college, and fewer girls take sewing on the graduate level, it is necessary to go extensively into the study of practical Home Economics on the high school level. The levels on which the change could be made on the college and graduate levels would be to replace the practical course with detailed and technical courses.

Graduate courses should be of a specialized nature to avoid repetition of general subject matter acquired on secondary and college levels.

Schools which are limited in the number of courses they offer in Home Economics should concentrate the courses in one of the areas of Home Economics; thus making available specialized training.

APPENDIX

APPENDIX

| Schools | Locations |
|----------------------------------|-----------------------------|
| 1. Atlanta University | Atlanta, Georgia |
| 2. Temple University | Philadelphia, Pennsylvania |
| 3. University of Montana | Missoula, Montana |
| 4. University of Arizona | Tucson, Arizona |
| 5. Tuskegee Institute | Tuskegee, Alabama |
| 6. University of Idaho | Moscow, Idaho |
| 7. University of Georgia | Athens, Georgia |
| 8. University of Chicago | Chicago, Illinois |
| 9. University of Ohio | Columbus, Ohio |
| 10. Oregon State College | Corvallis, Oregon |
| 11. University of Texas | Austin, Texas |
| 12. University of Alabama | Tuscaloosa, Alabama |
| 13. Western Reserve University | Cleveland, Ohio |
| 14. University of North Carolina | Chapel Hill, North Carolina |
| 15. Michigan State College | East Lansing, Michigan |
| 16. Columbia University | New York City, New York |
| 17. University of Maryland | College Park, Maryland |
| 18. Cornell University | Ithaca, New York |
| 19. Kansas State College | Manhattan, Kansas |
| 20. University of Tennessee | Knoxville, Tennessee |

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